

UNITED STATES BUREAU OF EDUCATION  
BULLETIN, 1915, NO. 34

WHOLE NUMBER 661

## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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SEPTEMBER, 1915



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1915

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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS:

**CONTENTS.**—Introductory notes—Publications of associations—Educational history—Current educational conditions—Pedagogics and didactics—Educational psychology—Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachery: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education: Home economics—Commercial education—Professional education—Education of women—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—Bulletin of the Bureau of Education.

### INTRODUCTORY NOTES.

The following is a selection of recent educational books of importance, the numbers in parentheses referring to the full entries in this bulletin: Dewey, Schools of to-morrow (883); Haggerty, Arithmetic; a cooperative study in educational measurements (914); Jenkins, Reading in the primary grades (928); Wallis, Teaching of geography (933); Judd, Psychology of high-school subjects (951); Ballou, Appointment of teachers in cities (955); Taylor and Haight, Vassar (988); Curtis, Practical conduct of play (1016); Roman, Industrial and commercial schools of the United States and Germany (1044); Bloomfield, Youth, school, and vocation (1046); Mathews, The dean of women (1059); Fay and Eaton, Instruction in use of books and libraries (1076).

The present number of the record immediately follows in series the issue for June, 1915, publication of this bulletin being suspended during July and August.

Only publications of the Bureau of Education are available for free distribution by this Office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

## CURRENT EDUCATIONAL PUBLICATIONS.

## PUBLICATIONS OF ASSOCIATIONS

871. **Brown university teachers association.** [Proceedings of the thirteenth annual meeting, Providence, R. I., April 1, 1915] Education, 35: 615-64, June 1915.  
 Contains: 1. K. C. M. Silla: Character, a neglected college entrance requirement, p. 615-19. 2. O. E. Randall: Character building in college, p. 620-27. 3. G. B. Lawsen: Character—the secondary school; its opportunity, p. 628-32. 4. E. G. Hapgood: Efficiency in the public secondary school, p. 633-31. 5. Lewis Parry: Efficiency in secondary school education, p. 632-39. 6. H. C. Bumpus: Efficiency in the university, p. 650-64.

872. **Carnegie foundation for the advancement of teaching.** Ninth annual report of the president and treasurer. New York city, October 1914. 154 p. 8°.  
 Contains: 1. The study of legal education, p. 16-18. 2. Pensions, p. 21-28. 3. Pensions for public school teachers, p. 28-44. 4. Standard and standardizers, p. 53-56. 5. The Vermont report, p. 56-59. 6. The American association of university professors, p. 59-61. 7. The classification of medical schools, p. 61-73. 8. Medical education on the Pacific coast, p. 74-82. 9. Medicine and politics in Ohio, p. 92-106. 10. State educational reports, p. 106-18. 11. Educational surveys, p. 118-23.

873. **Indiana state teachers association.** Proceedings and papers . . . October 29-31, 1914, Indianapolis. 254 p. 8°. (J. B. Pearcy, secretary-treasurer, Indianapolis, Ind.).  
 Contains: 1. W. E. Stone: [Social service] p. 14-18. 2. S. S. Wise: The task of a teacher in a democracy, p. 19-26. 3. J. Y. Joyner: Teacher-citizen and citizen-maker, p. 28-34. 4. J. E. Russell: Education for citizenship, p. 34-39. 5. W. D. Lewis: Socializing the high school, p. 47-57. 6. W. C. Bagley: The social significance of the teacher's responsibility for discipline, p. 58-65. 7. J. Y. Joyner: The adaptation of the work of the country school to the life and needs of the country community, p. 66-70. 8. W. D. Lewis: Essentials in the grades, p. 71-76. 9. J. E. Russell: Education for leadership, p. 79-87. 10. J. Y. Joyner: The teacher's work and reward, p. 110-15. 11. W. C. Bagley: The social achievements of the American public school, p. 116-19. 12. J. F. Haines: Value of a county educational survey, p. 150-53. 13. J. A. White: The recognition of commercial subjects in the entrance requirements of colleges and universities, p. 170-72. 14. F. C. Tilden: The teacher-institute—past, present, and future, p. 207-10.

874. **National education association. Department of superintendence.** Proceedings at the annual meeting held at Cincinnati, Ohio, February 23-27, 1915. Published by the Association, 1915. 255 p. 8°. (E. C. Warriner, secretary, Saginaw, Mich.).  
 Contains: 1. C. H. Judd: The protection of professional interests, p. 21-25. 2. A. E. Winship: Textbooks—educationally, commercially, and politically, p. 26-30. 3. B. R. Payne: The spiritual and professional assets of the normal school, p. 31-34. 4. C. N. Kendall: The training of teachers in service, p. 39-44. 5. A. D. Dean: A state program for industrial and social efficiency, p. 44-48. 6. C. A. Prosser: The evolution of the training of the worker in industry, p. 48-60. 7. R. L. Cooley: Continuation school work in Wisconsin, p. 60-65. 8. E. C. Warriner: The all-day trade school, p. 65-71. 9. W. E. Chandler: The field for the corporation school and its relation to the public schools, p. 71-74. 10. John Lapp: National aid for vocational education, p. 74-83. 11. F. E. Spaulding: Problems of vocational guidance, p. 83-87. 12. Should our educational system include activities whose special purpose is preparation for war? [by] N. C. Schaeffer, p. 89-96; [by] J. H. Finley, p. 96-102. 13. J. M. Green: Principles underlying the determination of a course of study, p. 102-6. 14. Ellor C. Ripley: Should essentials of the course of study vary to satisfy social demands in different school districts? Within the same district? p. 106-10. 15. Frank W. Miller: The demands of rural school districts, p. 110-15. 16. David Snedden: The pros and cons of the Gary system, p. 115-25. 17. W. H. Taft: Is a national standard of education practical? p. 125-31. 18. The investigation of the efficiency of schools and school systems [by] J. H. Van Sickle, p. 131-36; [by] L. P. Ayres, p. 136-41; [by] C. N. Kendall, p. 141-47; [by] W. H. Maxwell, p. 147-54. 19. H. B. Wilson: Report of Committee on economy of time in elementary education—minimum essentials of a course of study. The objectives and guiding principles of the report, p. 154-62; Discussion, p. 162-67. 20. M. P. Shawkey: Financial support of the public schools, p. 167-70. 21. A. G. Yarbrough: The appointment, salary, and tenure of teachers, p. 171-75. 22. W. E. Chancellor: The selection of county superintendents, p. 175-79. 23. F. G. Blair: The determination of the school district, p. 179-81. 24. F. H. Evans: The essence of success in evening vocational work, p. 182-88. 25. The education of adult immigrants [by] Ben Blewett, p. 191-92; [by] L. M. Dugan, p. 192-93; Discussion, p. 193-97. 26. Adelaide S. Baylor: The backward pupil, p. 197-99. 27. F. B. Cooper: The mentally defective pupil, p. 199-201. 28. G. I. Aldrich: The delinquent pupil, p. 201-4. 29. J. E. Bryan: The anemic

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pupil, p. 204-9. 30. W. C. Griggs: Current practices in the appointment of teachers, p. 213-16. 31. E. C. Elliott: How shall the efficiency of teachers be tested and recorded? p. 217-21. 32. C. C. Green: The promotion of teachers on the basis of merit and efficiency, p. 221-24. 33. Joseph Rosier: A satisfactory basis for the promotion of pupils, p. 224-27. 34. S. O. Hartwell, The administration of compulsory attendance laws, p. 223-36. 35. Helen T. Woolley: The issuance of work permits and its bearing on other school problems, p. 237-42.

Paper no. 1 also appears in *Educational administration and supervision*, 1: 353-61, June 1915; no. 8 in *Educational monthly*, 1: 123-28, June 1915; no. 14 in *Journal of education*, 81: 650-52, June 17, 1915; no. 35 in *School and society*, 1: 726-33, May 22, 1915.

875. **Utah educational association.** Proceedings of the twentieth annual convention, Salt Lake City, November 23-25, 1914. *Utah educational review*, 8: 6-60, December-January, 1914-1915.

Contains: 1. D. E. Phillips: Essentials of success not found in books, p. 15-17. 2. C. H. Judd: The cultivation of initiative in students, p. 19-26. 3. Alice E. Rowe: Latin in the seventh and eighth grades of our public schools, p. 31-33. 4. Milton Bennion: Moral instruction in the high school, p. 35-36. 5. F. G. Gowans: Pre-vocational education in the seventh and eighth grades, p. 36-38. 6. C. G. Plummer: Why we play, p. 53-58.

## EDUCATIONAL HISTORY

876. **Bishop, Morris S.** The schoolbooks of our ancestors. *Catholic educational review*, 10: 23-34, June 1915.

877. **Coissac, J.-B.** Les écoles de l'ancienne Écosse. *Revue internationale de l'enseignement*, 35: 197-209, May-June 1915.

This article forms a chapter of the author's work entitled "Institutions scolaires de l'Écosse depuis ses origines jusqu'en 1560," Paris, Larousse.

878. **Jernegan, Marcus W.** The beginnings of public education in New England. *School review*, 23: 361-80, June 1915.

Part two of an interesting series on the history of the "free school" movement in New England.

879. **Lemonnier, Henry.** Notes sur l'ancienne Sorbonne. *Revue internationale de l'enseignement*, 35: 184-96, May-June 1915.

880. **Spranger, Eduard.** Der Zusammenhang von politik und pädagogik in der neuzeit; umrisse zu einer geschichte der deutschen schulgeetzgebung und schulverfassung. (Fortsetzung) *Deutsche schule*, 19: 225-33, April 1915.

CONTENTS.—III C. 2. Unter dem zeichen der reaktion und des liberalismus (1819-1870.) 1. Abschnitt: Die preussische volkschule von 1819-1840.

For preceding articles in series, see *Current educational publications*, 1914, item 1478.

881. **Tews, Johannes.** Ein jahrhundert preussischer schulgeschichte; volkschule und volksschullehrerstand in Preussen im 19. und 20. jahrhundert. Leipzig, Quelle & Meyer, 1914. 270 p. 8°.

## CURRENT EDUCATIONAL CONDITIONS

882. **Buisson, Ferdinand.** La France et l'école; pendant la guerre—après la guerre. Conférence faite à la Ligue de l'enseignement . . . sous la présidence de M. Paul Deschanel. Paris, Librairie Delagrave [1915] 32 p. 8°.

Reprinted from *Revue pédagogique*, 86: 229-56, April 1915.

Considers how the school has served France for the present war, and how the school will serve the nation after the war.

883. **Dewey, John and Dewey, Evelyn.** Schools of to-morrow. New York, E. P. Dutton & company [1915] 316 p. illus. 12°.

CONTENTS.—1. Education as natural development.—2. An experiment in education as natural development.—3. Four factors in natural growth.—4. Reorganization of the curriculum.—5. Play.—6. Freedom and individuality.—7. Relation of the school to the community.—8. The school as a social settlement.—9. Industry and educational readjustment.—10. Education through industry.—11. Democracy and education.

The type of school described in this volume shows tendencies that seem truly symptoms of the times; namely, the movement toward greater freedom and an identification of the child's school life with his environment and outlook, and the recognition of the rôle education must play in a democracy. The following schools are used for illustration: Fairhope, Ala.; Teachers' college, New York city; Francis Parkerschool, Chicago; University school, Columbia, Mo.; Public schools, Indianapolis, Ind.; Interlaken school, Ind.; Howland school, Chicago; Play school, New York city; Cottage school, Riverside, Ill.; Gary, Ind., schools.

884. **Herget, Anton.** Die wichtigsten strömungen im pädagogischen leben der gegenwart. I. t. Arbeitsschule. Kunsterziehung. Staatsbürgerliche erziehung. Moralpädagogik. Prag [etc.] A. Haase [1914] v. 1. ports. 8°.

885. **Höfler, Alois.** Unser krieg und die bildungsziele der zukunft. Akademische runderachau, 3: 47-54, October 1914-January 1915.  
The author, professor of psychology at the University of Vienna, directs attention to the lessons which the European war should teach, which are, in the main, less intellectualistic instruction and more moral training.

886. **Moritz, Eduard.** Das schulwesen in Deutsch-Südwestafrika. Berlin, D. Reimer (E. Vohsen), 1914. xi; 240 p. table, map. 8°.

887. **Owen, William Bishop.** New Orleans and its schools. A city that surveys itself. American school, 1: 127-30, May 1915.  
How the continuous survey in New Orleans is conducted, and some of the difficulties growing out of it.

888. **Poincaré, Lucien.** La science française à l'exposition de San-Francisco. Revue internationale de l'enseignement, 35: 161-68, May-June 1915.  
A characterization of French science as illustrated by the French exhibit at the exposition in San Francisco.

889. **Reid, Sydney.** Our castles of enlightenment. Modern schools, like old-time castles, are becoming centers of culture and enlightenment. Mother's magazine, 10: 39-42, 72, August 1915.  
The writer says that the American public-school ideals have been changing, broadening, extending. The American school of the future is to be a place of instruction, growth and play for all of the children and most of the grown people. Tells of the progress of neighborhood centers, etc., in New York city.

890. **Woodward, Elizabeth Ash.** Hopeful aspects of new elementary school movements. Kindergarten review, 25: 610-33, June 1915.  
Summarizing the aspects of modern education which have been found most hopeful for the child we find: joy, physical health, natural atmosphere in work and play, creative activities, concreto live motives for work leading to increased responsibility, power, effort, and attention, health of spirit and, in short, natural unbroken development of growing powers (native or grafted) through wise nurture.

891. **Zollinger, F.** Schulorganisation und volksbildungsbestrebungen in der Schweiz. Archiv für pädagogik, 3: 49-58, January 1915.  
An interesting survey of current progress in education in Switzerland.

## PEDAGOGICS AND DIDACTICS.

892. **Bachman, Frank P.** The quality of instruction versus the subject matter of instruction. Elementary school journal, 15: 529-42, June 1915.  
Concluded from May number. Criticizes the multiplicity of topics taught in the schools. Advocates concentration on a few large topics, in order that children may have "the time to acquire the needed richness of details."

893. **Beecher, Walter J. and Faxon, Grace B., eds.** Methods, aids and devices for teachers . . . contributed by teachers engaged in schoolroom work and specialists in educational methods. Dansville, N. Y., F. A. Owen publishing co., 1915. 2 v. illus. 1°.

894. **Goodnow, Frank Johnson.** Modern educational ideals. School and society, 1: 757-67, May 29, 1915.  
Inaugural address read at the Johns Hopkins university on May 20, 1915.  
The author says: "The educational ideals of the present day are then very comprehensive in their scope. They include the disciplinary training of the young along general lines, the transmission of that particular knowledge of the past which will do most to develop persons of culture, the application of scientific methods to the conduct of the ordinary affairs of life, the increase of our knowledge through research and investigation, and the rendering of public service."  
Also in Johns Hopkins alumni magazine, 3: 257-75, June 1915.

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895. **Hall-Quest, Alfred L.** Measuring the ultimate product. *School and society*, 1: 767-73, May 29, 1915.  
Writer says the ultimate product of education is the efficient leader. Leadership must come to mean something that is measurable. A beginning has been made and all interested in education should rally to the support of the noble project of finding additional ways and means of measuring the ultimate product of education.

896. **Jessup, W. A.** Science and education. *Teaching*, 1: 5-15, May 1, 1915.  
An address given February 12 at the Annual conference of superintendents of cities of the second and third class, at Emporia, Kans.  
This article brings out the fact that experimentation, observation, and testing for results are the operations being urged in the effort to introduce science into education.

897. **Martin, George H.** Real education can never be standardized. *Journal of education*, 82: 5-6, July 8, 1915.  
From *Boston Globe*.  
The effort to standardize education can only result in mechanizing it. Only the externals, as school age, course of study, textbooks, etc., can be standardized. Education itself can not be standardized.

898. **Merriam, J. L.** How well may pupils be prepared for high school work without studying arithmetic, grammar, etc., in the grades? *Journal of educational psychology*, 6: 361-64, June 1915.  
In the work of the University elementary school at the University of Missouri emphasis is given to the immediate needs of the pupils rather than to preparation for high school work. The pupils throughout the seven grades pursue four studies: Observation of nature and industrial activities, Playing games of present interest, Handwork (making things of immediate usefulness), and Enjoyment of stories, pictures, music. Reading, writing, arithmetic and other such "common branches" are not taught as such at all. An investigation has been made to find out the standing of these pupils in high school work. The investigation showed that the studies pursued in the University elementary school prepared pupils for high school work as well as the study of the "common branches."

899. **Meumann, Ernst.** Über volksbildung auf nationaler grundlage. *Zeitschrift für pädagogische psychologie und experimentelle pädagogik*, 16: 161-85, April 1915.  
The author points out particularly the value of extra-school educational agencies and considers the problems of their systematic organization.

900. **Montaigne, Michel Eyquem de.** The teacher's Montaigne, by Geraldine E. Hodgson. London [etc.] Blackie and son limited; 1915. 224 p. 12°. (Blackie's library of pedagogics)

901. **Munroe, James Phinney.** What modern education means. *School and society*, 1: 829-32, June 12, 1915.  
Address before the Public education association of Worcester, Mass., May 14, 1915.

902. **Pease, Henry.** Functions and limitations of the public school. *School and society*, 1: 911-18, June 26, 1915.

903. **Romano, Pietro.** La pedagogia dei valori e la cultura. *Rivista pedagogica*, 8: 383-97, May 1915.  
A philosophical discussion of the relation between education and cultural values.

904. **Russell, William F.** Are they "new and untried"? *Educational review*, 50: 61-70, June 1915.  
Says that the most important task imposed upon the public schools is training for leadership. The curriculum and methods used should be directed toward that end.

905. **Schäfertöns, Heinrich.** Die sozialpädagogischen gedanken Schleiermachers. *Deutsche schule*, 19: 27-38, 98-108, January, February 1915.  
The author sketches Schleiermacher's ideas and compares them with the ideas of later and contemporary writers on social pedagogy, among the latter Scherer, Barth, and Rissmann.

906. **Shields, Thomas Edward.** The cultural and vocational aims in education. *Catholic educational review*, 10: 46-56, June 1915.  
The writer says that "Industrial efficiency is good in itself and greatly to be desired, but it never can be the legitimate and ultimate aim of education ... The ultimate aim must be single; it never can be anything else than the attainment of God ... Nothing that conflicts with this aim can be tolerated."

907. **Teaching.** Vol. 1, no. 13, April 15, 1915. Vacation activities.  
 Contains: 1. H. M. Culter: Vacation activities for children, p. 6-8. 2. Lilly Hofflinger: Vacation activities in Kansas towns, p. 8-12. 3. Rose Tinkler: Handwork in vacation, p. 12-14. 4. May V. Peterson: School gardening out of school, p. 15-16. 5. Ruby Peck: School excursions, p. 17. 6. Hulda Froom: Vacation drama, p. 19-20. 7. Hubert Strayer: Raising money for vacation activities, p. 20.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

908. **Baldwin, Bird T.** Standardization. Educational bi-monthly, 9: 379-87, June 1915.  
 Selected references on measuring scales and standards, p. 383-87.  
 Discusses briefly (1) Measuring scales in various subjects, (2) Standard tests, (3) Score cards in physiological and pedagogical ages.

909. **Bloch, Ernst.** Intelligenzprüfungen an hilfsschulkindern nach der methode von Binet-Simon. Zeitschrift für kinderforschung, 20: 330-42, April-May 1915.  
 To be concluded.

910. **Brecht, F. A.** Methode zur schulung der phantasie. Berlin, R. Halbeck [1915?] 160 p. front. 8°.

911. **Conrad, Waldemar.** Das psychische gleichgewicht als eines der erziehungsziele und die grundformen seiner störungen. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 16: 185-93, April 1915.  
 To be continued.  
 Develops a concept of "psychic equilibrium" as embodying, for pedagogical purposes, the new insight into psycheconstitution gained through the psychoanalytic methods of Freud and Jung.

912. **Dawson, Jean.** Measuring the end-product. Pedagogical seminary, 22: 290-95, June 1915.  
 A test given to some high school graduates showed that they failed to recognize the most common things in their environment; they look with unseeing eyes, have feeble powers of discrimination, and fall in concise thinking and accuracy of expression.

913. **Giese, Fritz.** Über die testdiagnose. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 16: 193-97, April 1915.  
 On the combination of experimental tests with the "psychographic" method elaborated by the "Institut für angewandte psychologie" (Stern and Lipmann, directors).

914. **Haggerty, M. E.** Arithmetic: a cooperative study in educational measurements. [Bloomington, Ind., 1915] p. 385-508. 8°. (Indiana university bulletin, vol. XII, no. 18. Indiana university studies, 27)

915. **Jenkins, Frances.** A test of the ability of children to use language forms. Journal of educational psychology, 6: 335-44, June 1915.  
 "The results of a series of tests with dictation exercises to determine words misspelled, words wrongly used, and sentences correctly formed by fifth or eighth-grade pupils. The practical effort of a school supervisor to obtain objective evidence of the work of individual pupils."

916. **Stern, H.** Die psychologische fortbildung des lehrers. Pädagogische zeitung, 44: 179-80, April 8, 1915.

917. **Thorndike, Edward L.** Means of measuring school achievements in handwriting. Educational administration and supervision, 1: 300-305, May 1915.

918. ——. Means of measuring school achievement in spelling. Educational administration and supervision, 1: 306-12, May 1915.

919. **Witham, Ernest C.** All the elements of handwriting measured. Educational administration and supervision, 1: 313-24, May 1915.  
 The writer says that we have enough methods for measuring writing. What we need now is a comparative application of the existing scales by teachers of writing in sufficient quantity to determine the practical and usable from the theoretical and unusable material. "The present article is a study of the method of measuring handwriting, described in the School board journal, applied to two seventh-grade classes."

920. **Witmer, Lightner.** On the relation of intelligence to efficiency. Psychological clinic, 9: 81-86, May 15, 1915.

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SPECIAL METHODS OF INSTRUCTION.

921. Cinema pictures and their wonderful educational possibilities. Teacher's world (London) 13: 216, June 2, 1915.

922. Opdycke, John B. The newspaper and the magazine in the classroom. School and society, 1: 832-38, June 12, 1915.  
Tells of the value of the magazine and newspaper as teaching mediums, and shows how they may be used to best advantage.

SPECIAL SUBJECTS OF CURRICULUM.

923. Abbott, Allan. Contemporary literature in the high school. Illinois association of teachers of English—Bulletin, 7: 1-10, April 15, 1915.  
Discusses newspapers, magazines, novels, poetry, and drama.

924. Bonham, Milledge L., jr. Recent history: to what extent to the exclusion of other history. Louisiana school work, 3: 2-12, May-June 1915.  
Read before the Mississippi Valley historical association, at New Orleans, La., April 24, 1915.  
Would stress history of the last 50 years, especially the last 15 at the expense of the non-essentials in earlier periods.

925. Davis, Calvin O. Realizable educational values in history. History teacher's magazine, 6: 167-78, June 1915.  
"A paper read before the District conference of teachers of history in secondary schools, Gary, Ind., February 27, 1915."

926. Dykema, Peter W. Community music in its relation to the supervisor of school music. School music, 16: 8-9, May-June 1915.  
Discussion: p. 9-12.

927. Ferren, H. M. The joint mission of Latin and German in America. Monatshefte für deutsche sprache und pädagogik, 16: 177-81, June 1915.  
Basis for their mission: I. Both are inflectional languages, study and use of which have disciplinary value. II. Both are keys to "treasure chambers which the English hand has not unlocked for us."

928. Jenkins, Frances. Reading in the primary grades. Boston, New York [etc.] Houghton Mifflin company [1915] 125 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

929. Lane, Frank H. Faculty help in intercollegiate contests. Quarterly journal of public speaking, 1: 9-16, April 1915.  
Thinks that contests at present are not fair and that they can be fair only when we have a definite standard that will regulate the influence of the instructor. Mentions three ways of improving the situation.

930. Pound, Louise. British and American pronunciation: retrospect and prospect. School review, 23: 381-93, June 1915.  
Says that we cannot contemplate "the spectacle of the ultimate parting from British English, in either sound or form, with much enthusiasm."

931. Reynolds, George Fullmer. For minimum standards in English. English journal, 4: 349-56, June 1915.  
Advocates a definitely stated standard of achievement in English for the grade schools, the high schools, and the college freshman.

932. Suggestions for the improvement of geography teaching. Journal of geography, 13: 297-301, June 1915.  
Report of a California committee appointed in December, 1913; Report submitted April, 1915.  
Roy E. Dickerson, chairman.

933. Wallis, B. C. The teaching of geography. Cambridge, University press, 1915. 221 p. illus. 8°.

934. Warstat, Willi. Die schulzeitschrift und ihre Bedeutung für erziehung, unterricht und jugendkunde; mit proben und abbildungen aus den "Monatsheften des Altonaer reformrealgymnasiums." Leipzig und Berlin, B. G. Teubner, 1915. 95 p. illus. 8°.

935. Warden, Nelle. Versification in the elementary school. American schoolmaster, 8: 241-53, June 1915.  
Gives the results of two years' successful teaching of versification in the grades.

936. **Wolff, Georg.** Der mathematische unterricht der höheren knabenschulen Englands. Leipzig und Berlin, B. G. Teubner, 1915. 207 p. illus., diagrs. 8°. (Beihefte zur Zeitschrift für mathematischen und naturwissenschaftlichen unterricht. 3. Berichte und mitteilungen, veranlaßt durch die Internationale mathematische unterrichtskommission. 2. folge. 11)

## KINDERGARTEN AND PRIMARY SCHOOL.

937. **Blow, Susan E.** The kindergarten and the primary studies. *Kindergarten review*, 25: 593-609, June 1915.

938. **Hallmann, W. N.** Is Montessori the educational Columbus? *Sunset magazine*, 34: 1110-15, June 1915.  
"Contains what is perhaps the first thorough critical analysis of the principles underlying the Montessori method, published in America."

939. **Hurd, Anna C.** The Montessori method applied to deaf children. *Volta review*, 17: 239-42, June 1915.  
Experiments with a class at work in the Rhode Island school for the deaf, Providence, R. I. Illustrated.

940. **Marsh, L. Alden.** Kindergarten versus nonkindergarten children with respect to certain traits of character. *Elementary school journal*, 15: 543-50, June 1915.  
A study of 340 grade children, in 12 grades of the Edgewood public school, Pittsburgh, Pa. Writer says the method "is one of comparison based on teachers' estimates of certain traits of character. There is no attempt to take into account native ability." Advantages lay with pupils trained in the kindergarten.

## RURAL EDUCATION.

941. **Georgia. Department of education.** Educational survey of Bulloch County, Georgia. By M. L. Duggan, rural school agent [Atlanta?] 1915. 72, [6] p. illus. 8°.  
No. 4 in a series of educational surveys of the counties of Georgia.

942. ————— Educational survey of Morgan County, Georgia. By M. L. Duggan, rural school agent ... [Atlanta?] 1915. 77 p. illus. 8°.  
No. 5 in a series of educational surveys of the counties of Georgia.

943. **Leaher, George Starr.** Science in rural school administration. *Teaching*, 1: 15-24, May 1, 1915.  
A report of work done with the Michigan State department of public instruction investigating rural school problems.  
Discusses chiefly hygiene and sanitation in rural schools.

944. **Nebraska rural school standards.** *Nebraska educational bulletin*, 1: 1-13, June 1915.

945. **Pickard, A. E.** Rural education; a complete course of study for modern rural schools. St. Paul, Minn., Webb publishing company, 1915. 429 p. illus. 12°.  
"The outgrowth of a series of lectures on rural school organization in the Minnesota state summer schools for teachers, and of several revised courses of study planned for and executed in rural schools under the supervision of the author."

946. **United States. Department of agriculture.** Reports on Needs of farm women. Washington Government printing office, 1915. 4 v. 8°.  
Extracts from letters received from farm women in response to an inquiry "How the U. S. Department of agriculture can better meet the needs of farm housewives," with special reference to the provision of instruction and practical demonstrations in home economics under the act of May 8, 1914, providing for cooperative agricultural extension work, etc.  
CONTENTS.—Report no. 103. Social and labor needs of farm women.—Report no. 104. Domestic needs of farm women.—Report no. 105. Educational needs of farm women.—Report no. 106. Economic needs of farm women.

947. **Utah educational review.** Vol. 8, nos. 9-10, May-June 1915. Consolidation of schools in Utah.

## SECONDARY EDUCATION.

948. **Douglass, Aubrey Augustus.** The present status of the junior high school. [Worcester, Mass., 1915] p. 252-74. 8°.  
Reprinted from the *Pedagogical seminary*, 22: 252-74, June 1915.  
Bibliography: p. 274.  
Gives a list of the cities having junior or intermediate schools, and then discusses the following aspects of the subject: Grades found in junior high school, Entrance requirements, Enrollment figures, Courses of study, Features of organization, Action of colleges and universities, and Weak points.

949. **Fox, George L.** The injustice of the free high school to the wage-earning classes. *School and society*, 1: 652-59, June 12, 1915.  
The writer says that "The free high school system, as it exists in the United States to-day, is unjust robbery of the working classes under the form of lawful taxation." Advocates imposing high school tuition fees, and tells of the movement in Connecticut to bring this about.

950. **Holley, C. E.** Curriculum differentiation and administration in typical high schools. *Educational administration and supervision*, 1: 332-40, May 1915.  
The facts on which this paper is based were secured from the bulletins of 54 high schools, located in cities of 4,000 or more inhabitants, selected at random throughout the United States. The bulletins were printed between the years of 1912 and 1914.

951. **Judd, Charles Hubbard.** Psychology of high school subjects. Boston, New York [etc.] Ginn and company [1915] 515 p. 12°.

952. **Mackie, Ransom A.** A model high school curriculum. *Educational review*, 50: 36-42, June 1915.  
Discusses the "constants" and "electives" of the curriculum. Says that the required studies for all pupils should be "English, some phases of the history of civilization, and practical problems in sociology, hygiene, civics, and economics."

953. **Main, S. P. B.** Public schools in war time. *Fortnightly review*, n. s. 98: 142-52, July 1915.  
Conditions in secondary schools of Great Britain. Writer says: "Our aim in education at present ought rather to be in the direction of humane, generous, and liberal ideas than in the development of those faculties which make for success in military strategy and tactics."

## TEACHERS: TRAINING AND PROFESSIONAL STATUS.

954. **Aragona, C. Tommaso.** La tecnica dell' insegnamento della pedagogia nelle scuole normali. *Rivista pedagogica*, 8: 398-431, May 1915.  
On the organization of courses in pedagogy in normal schools.  
Followed on p. 432-41 by an article by Luigi Benedetto, entitled: I ginnasi magistrali, on the new teachers' seminaries, with suggestions for improvement and development.

955. **Ballou, Frank Washington.** The appointment of teachers in cities; a descriptive, critical and constructive study. Cambridge, Harvard university press, 1915. 202 p. diagrs. 8°. (Harvard studies in education. vol. 11)

956. **Fischer, R.** Beiträge zu einer statistik der deutschen lehrerschaft. Ergebnisse der von der Statistischen zentralstelle des Deutschen Lehrervereins am 1. April 1913 veranstalteten erhebung. *Schulstatistische blätter*. . . Beilage zur *Pädagogischen zeitung*, 13: 1-12, February 25, 1915; 17-28, April 29, 1915.  
CONTENTS.—Vorbemerkungen.—I. Das lebensalter der lehrer, p. 2-6.—II. Das anstellungsalter der lehrer, p. 7-13.—III. Der geburtsort der lehrer, p. 17-21.—IV. Der anstellungsort der lehrer, p. 21-28.  
Presents and interprets detailed statistics of German teachers.

957. **Horner, Harlan H.** Regents examinations in the secondary schools of the State of New York as a basis for the rating and promotion of teachers. *Educational administration and supervision*, 1: 375-83, June 1915.

958. **National society for the study of education.** Fourteenth yearbook: Part II. Methods for measuring teachers' efficiency. Chicago, University of Chicago press [1915] 85 p. 8°. (G. M. Whipple, secretary-treasurer, University of Illinois, Urbana, Ill.)

## CURRENT EDUCATIONAL PUBLICATIONS.

959. **Preston, Josephine Corliss.** Teachers' cottages in Washington. Olympia, F. M. Lamborn, public printer, 1915. 38p. illus. 8°. (Washington, Department of education. Bulletin no. 27, 1915.)  
The introduction and extension of teachers' cottages in Washington State.

960. **Sackett, L. W.** Professional retardation. Factors inherent in the teaching profession which make for mental retardation. American school board journal, 50: 11-12, 79, June 1915.

961. **Terrell, John B.** The selection of our teaching force for next year. Virginia journal of education, 8: 529-33, June 1915.  
Discusses, How to hold the good teacher, Early election of teachers, A word about certificates, and, Choosing the high school principal.

## HIGHER EDUCATION.

962. **Association of American universities.** Journal of proceedings and addresses of the sixteenth annual conference, held at Princeton university, November 6-7, 1914. 76 p. 8°. (Herman V. Ames, secretary, Philadelphia, Pa.)  
Contains: 1. G. E. Vincent: The granting of honorary degrees, p. 27-34; Discussion, p. 34-41. 2. G. P. Day: The function and organization of university presses, p. 41-49. 3. J. C. Merriam: State agencies of university publication, p. 50-59; Discussion, p. 59. 4. A. L. Lowell: Economy of time in education, p. 61-67; Discussion, p. 67-76.

963. **Federation of Illinois colleges.** Eleventh annual meeting . . . Galesburg, Ill., April 26-27, 1915. 19 p. 12°. (H. E. Griffith, secretary, Knox college, Galesburg, Ill.)  
Contains: 1. H. O. Pritchard: The college—its ideals and their realization, p. 6-12. 2. J. R. Harker: Annual losses in student attendance through the college course, p. 12-15. 3. Trevor Arnett: College finance, p. 15-17.

964. At the helm of the small college. Unpopular review, 4: 160-71, July-September 1915.  
Narrates the experience of the head of a struggling college in piloting his institution into financial and educational safety.

965. **Bess, Elmer Allen.** Individual training for college students. School and society, 1: 800-6, June 5, 1915.

966. **Bevier, Louis.** Elimination and retardation of students in some colleges. Educational review, 50: 52-60, June 1915.  
Presents statistical tables of percentage averages, etc., from 14 colleges, and discusses them. Concludes that a high graduation percentage, in itself, is "no conclusive ground of commendation unless it is also certain that a vigorous course of serious study is exacted of every candidate for the degree, nor is a low graduation percentage, in itself, a matter of censure, unless it is due to the admission of ill-prepared students, not fit for serious academic work."

967. **Bumpus, Hermon C.** The obligations of the trustees, faculty and alumni to the college. School and society, 2: 73-81, July 17, 1915.  
Inaugural address, Tufts college, June 12, 1915.

968. **Butler, Nicholas Murray.** Barnard college. 1889-1914. Columbia university quarterly, 17: 201-11, June 1915.  
An address delivered at the convocation in commemoration of the twenty-fifth anniversary of the founding of Barnard college, April 29, 1915.

969. **Canby, Henry S.** The colleges and mediocrity. Harper's magazine, 131: 423-28, August 1915.  
Says that the exceptional man must be provided with the training he needs.

970. **Dabney, Charles William.** A national university. School and society, 2: 37-49, July 10, 1915.  
Statement of Charles William Dabney, president of the University of Cincinnati, Cincinnati, Ohio, before the Committee on education of the House of representatives, 63d Congress, February 27, 1914.

971. **Gundelfinger, George Frederick.** Ten years at Yale; a series of papers on certain defects in the university world of today. New York, The Shakespeare press, 1915. 216 p. 12°.  
Written by a Yale graduate who held the position of instructor in the Sheffield scientific school. Deals with various phases of student life.

972. **Harkness, Mary L.** The calumniated collegian. Atlantic monthly, 115: 777-83, June 1915.  
A plea for cultural studies. Writer says that real culture cannot be secured by a method which "openly proclaims all processes of pure intellect inferior in educational value and utility for life to mechanical processes and material results."

973. Jefferson's university; glimmers of the past and present of the University of Virginia. Editors: John S. Patton, Sallie J. Doswell, Lewis D. Crenshaw. [Charlottesville, Va., The Michie company, printers, 1915] 100 p. illus. 8°.

974. **MacDougal, Robert.** University research. School and society, 1: 793-800, June 5, 1915.  
Read before the New York University conference.

975. **Merriam, John C.** State agencies of university publication. School and society, 1: 871-79, June 19, 1915.  
Paper prepared on behalf of the University of California and presented at the meeting of the Association of American universities at Princeton university, November 6, 1914.  
Gives a number of examples indicating the general types of organization and administration of university publication prevalent among the state universities.

976. **Mims, Edwin.** The aims of the American college. Vanderbilt university quarterly, 15: 75-84, April-June 1915.  
"An address delivered at college hour at the University of Virginia, February 8, 1915. This was the first of a series of lectures delivered by Professor Mims at the University of Virginia as exchange lecturer."

977. **Neillson, William Allan.** Les universités et l'état. Revue internationale de l'enseignement, 35: 115-26, March-April 1915.  
A critical survey, by a Harvard professor, of the relations of the universities of the United States and of Europe to the respective state governments, and a consideration of the effect of these relationships upon the academic body, taking the war manifestos of the German scientists, of English university men, and of the French universities as evidence of such effects.

978. **North Carolina. University.** The function of the state university; being the proceedings of the inauguration of Edward Kidder Graham as president of the University of North Carolina. Chapel Hill, N. C., April, 1915. 100 p. 8°.  
Contains: 1. A. L. Lowell: Culture, p. 24-34. 2. F. J. Goodnow: Research, p. 35-42. 3. E. A. Alderman: Service, p. 42-62. 4. E. K. Graham: Inaugural address, p. 55-74.

979. **Plunkett, Horace.** McCarthy of Wisconsin. Nineteenth century, 77: 1335-47, June 1915.  
A sketch of the career of Dr. Charles McCarthy, librarian of the Legislative reference library of Wisconsin. Contains an appreciation of the work of the University of Wisconsin.

980. **Quinn, Arthur H.** The unitary conception of education. Educational review, 50: 13-23, June 1915.  
Describes the "unit system" as a method of "computing and recording grades which results in a student graduating from college upon the completion of a certain number of units of work without further ratification by faculty action." It is a consequence of the elective system of choosing studies. Says the unit system should be retained, for there is no effective substitute for it.

981. **Rapeer, Louis W.** College pedagogy. School and society, 1: 777-80, May 29, 1915.  
Gives the qualities of a good college instructor, a summary of points made by twenty college seniors and juniors who have had about forty instructors each.

982. Representative Phi beta kappa orations; edited for the United chapters of Phi beta kappa by Clark S. Northup, William C. Lane, John C. Schwab. Boston and New York, Houghton Mifflin company, 1915. 500 p. front. 8°.  
A selection from the annual addresses made before chapters of the society, covering a wide range of subjects.

## CURRENT EDUCATIONAL PUBLICATIONS.

983. **Rice, Richard, ed.** College and the future; essays for the undergraduate on problems of character and intellect. New York, Chicago [etc.] C. Scribner's Sons [1915] 374 p. 12°.  
Bibliography: p. 371-74.

984. **Showerman, Grant.** The liberal arts and scientific management. Popular science monthly, 86: 539-49, June 1915.  
Writer says that the purposes, methods, and results of liberal education have never been susceptible of "scientific management." The professor of liberal arts can not be subjected to a scientific or practical demonstration of his efficiency.

985. **Seymann, Paul.** Die moderne deutsche studentenschaft, ihre gruppierung und ihre ziele (1914). Akademische runderschau, 3: 73-110, October 1914-January 1915.  
A comprehensive account of a great multiplicity of German university-student organizations, including numerous bibliographical footnotes.

986. **Smith, Payson.** Certain influences of the New England entrance certificate board. American school, 1: 164-65, June 1915.  
Abstract from the Maine school report for 1914.  
Gives reasons for the dissatisfaction which has arisen in relation to the New England college entrance certificate board.

987. **Stephenson, Edward Beattie.** The relation of fraternities to the university. Quarterly journal of the University of North Dakota, 5: 318-28, July 1915.  
Discusses the essential conditions in a successful fraternity and the official relations of the university and the fraternities.

988. **Taylor, James Monroe and Haight, Elizabeth Hazelton.** Vassar. New York, Oxford university press, American branch, 1915. 232 p. illus. 12°.  
(American college and university series)

989. **True, A. C.** The relation of the college curriculum to human life and work. School and society, 1: 865-69, June 19, 1915.  
Address delivered at the Southern conference for education and industry at Chattanooga, Tenn., April 27, 1915.  
The writer pleads "for a broader consideration of the industrial element of education by our school and college officers and teachers. . . . The general college curriculum is to be perfected not so much by the addition of subjects to give the students a broader range of choice as by the reorganization and redirecting of a limited number of fundamental subjects to make him a well-educated man prepared to live in the day of his own generation."

## SCHOOL ADMINISTRATION.

990. **Arnold, Felix.** The unit of supervision, cost and efficiency. School and society, 2: 1-11, July 3, 1915.  
Takes up the question of the number of classes or teachers a supervisor of a school should direct, and what work should legitimately be demanded of him.

991. **Baker, George Marshall, comp.** "Six-six." Kentucky high school quarterly, 1: 5-32, July 1915.  
A collection of material designed to be of service to those who have the reorganization by "six six" under consideration.

992. **Brown, G. E.** Should the state publish its own text-books. Journal of education, 81: 566-67, May 27, 1915.  
Read before the Open Forum in Wenatchee, Washington, March 13, 1915.  
Claims that the state cannot furnish as good books, and furnish them at a lower price than the open market, and should therefore not attempt to do it.

993. **Flynn, W. J.** Business administration in smaller districts. American school board journal, 50: 21-23, 66, June 1915.

994. **Hackney, Ed. T.** One-board administration of Kansas state education institutions. American school, 1: 137, May 1915.  
"The president of the State board of education in Kansas tells, as he sees it, how a single board for a state's higher institutions does its work."

995. **Liser, G. D.** School accounting. *American school board journal*, 50: 17-18, June 1915; 51: 18, 84, July 1915.  
 "The result of a statewide study of school accounting, conducted by superintendents and members of school boards in Minnesota."  
 The second half of the article takes up minor records, particularly those used in purchasing and distributing school supplies.

996. **Maxwell, William H.** How to determine the efficiency of a school or a school system. *Educational review*, 50: 1-12, June 1915.  
 The final test of efficiency is the kind of men and women the school's pupils turn out to be. Says that "the statistical professors of education would do well to try their theories on the work of their college and university colleagues before applying them to the common schools."

997. **Morton, Max D.** May personality be developed by supervision? *Colorado school journal*, 30: 11-14, June 1915.  
 Tells in what directions a teacher can aid in the development of his own personality, and how superintendents can aid in the development of personality of teachers under them.

998. **O'Shea, M. V.** The cost of textbooks. *Mother's magazine*, 10: 10-11, July 1915.  
 "Textbooks should be uniform throughout the state and free to pupils. Choice of textbooks should be taken out of the hands of non-expert school boards."

999. **Rice, Melvin.** A practical method for purchasing school supplies. *American school board journal*, 51: 11-12, 71-72, July 1915.

## SCHOOL MANAGEMENT.

1000. **Bidwell, Alice.** The young teacher and course failures. *Illinois association of teachers of English—Bulletin*, 7: 10-21, April 15, 1915.  
 The subject is discussed under the following headings: Relation of failures to years of experience; Ways of accounting for this; Legitimate number of failures; Legitimate causes of failures; Treatment of failures; Avoiding failures; and Inevitable disappointments.

1001. **Butterworth, Julian E.** Some unsolved problems in supervised study. *Wyoming school journal*, 11: 272-80, May-June 1915.  
 Discusses the following phases of the subject: What should be the aim in supervising study? What is the most economical period for recitation and study? What should be the attitude toward home work? Is supervised study more costly? What should be the nature and the distribution of the exercises within the period? and, What are the essentials in the technique of study?

1002. **Hosic, J. F.** Waste in education. *Practical school journal*, 5: 2-4, May 1915.  
 From an address delivered before the State teachers' association of Illinois.  
 Suggests a plan of conservation by scientific management.

1003. **Irwin, Elisabeth Antoinette.** Truancy; a study of the mental, physical and social factors of the problem of non-attendance at school. [New York] Public education association of the city of New York, 1915. 66 p. diagrs. 8°.  
 "Associated with Miss Irwin in this study [was] Miss Jessie L. Louderback, who . . . prepared the entire third section".

1004. **Kellicott, William E.** The examination of certain objections to the Missouri system of grading. *School and society*, 2: 81-88, July 17, 1915.  
 The author thinks that the Missouri system of grading does not offer a complete and universal panacea for all the irregularities and injustices connected with the determination and assignment of grades, but that it is better than any other plan yet proposed and should be accepted by any one unable to suggest a better plan.

1005. **Nüchter, Friedrich.** Klasseneinteilung und Vorrückungssysteme in Amerika. *Deutsche schule*, 19: 91-98, February 1915.  
 A sketch of American systems of classification and promotion of pupils—Cambridge, Elizabeth, Pueblo, St. Louis plans. The article closes with a critical summary and points to Dewey's social pedagogy.

1006. **Pittenger, Benjamin F.** Studies based upon school and college marks. *American schoolmaster*, 8: 207-19, May 1915.  
 Bibliography: p. 2, 8-19.  
 "In this review the writer has attempted to summarize some of the more important educational studies based upon school marks, and to extract their more significant implications."

1007. **Boecker, W. F.** An objective study of the rating of traits in school achievement. *School review*, 23: 406-10, June 1915.  
Discusses the report cards of the Wisconsin high school of the University of Wisconsin.

1008. **Wright, Frank Watson.** Bridging the gap; the transfer class. Cambridge, Mass., Harvard university, 1915. 35 p. - 8°. (The Harvard-Newton bulletins, no. III)

## SCHOOL ARCHITECTURE.

1009. **Baldwin, Edward C.** Terminology of school building construction and repairs. *American school board journal*, 51: 13-14, 82-83, July 1915.  
"This paper, which is a statement of the first, comprehensive, and, we think, workable plan for classifying school buildings was read before the convention of the National association of school accounting officers, at St. Louis, May 19."—Editor's note.

## SCHOOL HYGIENE AND SANITATION.

1010. **Dreyfuss, J.** Beitrag zur frage des ernährungszustandes und der konstitution der schulkinder. *Zeitschrift für schulgesundheitspflege*, 28: Beilage. *Der schularzt*, 13: 193-205, April 1915.  
Discusses: 1. Some attempts to introduce definite standards. 2. Shall we drop the rubric "general condition"? 3. An attempt to determine the "components" of physical constitution.

1011. **Drummond, William Blackley.** An introduction to school hygiene. London, E. Arnold [1915] 237 p. illus. 12°.

1012. **Luckieah, M.** Safeguarding the eyesight of school children. *American school board journal*, 50: 13-15, 67-72, June 1915.  
Read at the meeting of the Pittsburgh section of the illuminating engineering society, January 29, 1915, with the object of presenting to school authorities the importance of proper lighting.

1013. **Weinberg, Margareta.** Italienische freiluftschenlen. *Zeitschrift für schulgesundheitspflege*, 28: 109-11, March 1915.

## PHYSICAL TRAINING.

1014. **Foster, William T.** Athletics by proxy. *School and society*, 1: 733-38, May 22, 1915.  
Advocates athletics for all the students instead of the few who make the varsity team.

## PLAY AND PLAYGROUNDS.

1015. A brief history of the playground movement in America. *Playground*, 9: 2-11, 39-45, April, May 1915.  
To be continued.  
Many of the facts herein given were collected for the Association by Dr. Henry S. Curtis.

1016. **Curtis, Henry S.** The practical conduct of play. New York, The Macmillan company, 1915. 330 p. illus. 12°.

1017. **Knight, Howard R.** Play and recreation in a town of 6000. (A recreation survey of Ipswich, Massachusetts) New York city, Department of recreation, Russell Sage foundation [1915] 98 p. illus., diagrs. 8°. (Russell Sage foundation, New York. Pamphlet. Rec. 144)

## SOCIAL ASPECTS OF EDUCATION.

1018. **Bourne, Randolph S.** Some social implications of the Gary school. *American teacher*, 4: 82-85, June 1915.  
"The Gary school cultivates the social background. Not content with organizing the school as a veritable democratic, self-supporting, self-enhancing community, it teaches history and geography, languages and literature, from the standpoint of the social problems of the day. The town and state, with their institutions, are actually used as the text-books from which the interests in the wider world, past and present, are cultivated."

1019. **Brubacher, A. B.** Education and social service. *School and society*, 1: 721-26, May 22, 1915.  
Inaugural address of the president of the New York state college for teachers, Albany, N. Y.

1020. **Hartnacke**, —. Besteht ein verhältnis zwischen der sozialen lage der familie und der schulleistung der kinder? Ergebnisse einer statistik über die schulerfolge von kindern der entgeltlichen und unentgeltlichen volkschulen in Bremen. *Pädagogische zeitung*, 44: 226-27, May 6, 1915.  
 Finds that economic and social status of the parents affects success of their children in any type of school. These conclusions are criticized by Otto Schmidt, p. 227-28 of same periodical.

1021. **Joël, Ernst**. Der deutsche student in der volksbildung. *Akademische rundschau*, 3: 111-15, October 1914-January 1915.  
 An account of the social work of German university students, such as lectures for working classes, settlement work, rural theater performances, fairy-story hours, entertainment and instruction for young people.

1022. **King, Irving**. Education for social efficiency; a study in the social relations of education. Enl. ed. New York, Chicago, D. Appleton and company [1915] 371 p. 12°.

1023. **Stearnes, R. C.** Social patrons and school systems. *West Virginia school journal and educator*, 44: 122-26, July 1915.  
 Address before the West Virginia education association, June 18, 1915.  
 "The design of this address is two-fold: first, to arouse a new sense of the importance of paternal activity in training children; and second, to advocate the strongest dual alliance the world can ever know to accomplish desired results."

## CHILD WELFARE.

1024. **Büttner, Georg**. Vom wandertrieb bei kindern. *Zeitschrift für kinderforschung*, 20: 349-56, April-May 1915.  
 Considers the cause of vagabondage and truancy in children; also reviews: Stieglitz, Ewald. *Wandertrieb und pathologisches fortlaufen bei kindern*. Jena, Gustav Fischer, 1913, 155 p.

1025. **Mendelsohn, Sigmund**. Summer idleness and juvenile delinquency. *Educational review*, 50: 24-35, June 1915.  
 Gives statistics of juvenile delinquency. Advocates doing away with the long vacation. Cites work of the all-year schools at Gary, Ind.

1026. **Wald, Lillian D.** The house on Henry Street: children who work. *Atlantic monthly*, 115: 806-17, June 1915.  
 Part 4 of a series of articles on settlement work in New York city. Interesting graphic statistics presented regarding economic conditions. Welfare work among children: vocational guidance, etc. To be continued.

1027. **Winter, Otto**. Jugendpflege im kriege und einige jugendheime. *Arbeitschule*, 29: 65-70, March 1915.  
 A description of "nests" of the "Wandervogel" organization of boys' clubs.

## MORAL EDUCATION.

1028. **Bagley, W. C.** The preparation of teachers with reference to moral ideals. *Child-welfare magazine*, 9: 358-64, July 1915.

1029. **Cabot, Ella Lyman**. The conquest of children's faults. *Religious education*, 10: 239-52, June 1915.  
 The writer thinks we need common standards of discipline, but also an understanding of different types of children and of the same children at different ages. Sketches in outline a few types of children.

1030. **Heywang, E.** Hass im unterricht? *Pädagogische zeitung*, 44: 177-79, April 8, 1915.  
 Declares that the school should not teach "Hate for England," as some German educators have demanded.

## RELIGIOUS EDUCATION.

1031. **Bakelite, O. S.** The first educational institutions of the Methodist Episcopal church. *Methodist review*, 97: 404-8, May-June, 1915.  
 Educational institutions in the United States founded by Methodist-Episcopal church.

1032. **Gardiner, Charles S. and Berkowitz, Henry**. The right of the child to education. *Religious education*, 10: 225-33, 233-39, June 1915.  
 Both articles deal principally with the place of religion in education.

## MANUAL AND VOCATIONAL TRAINING.

1033. **National association of corporation schools.** Proceedings, Worcester, Mass., June 8-11, 1915. Industrial education (Convention daily) 1: nos. 1-4, June 8-11, 1915.  
 Contains: No. 2, C. P. Steinmetz: Annual address.—No. 3, H. C. Metcalf: Vocational guidance in the colleges.—F. C. Henderschott: Education a dominant factor in success.—No. 4, C. R. Dooley: The employer-teacher.—Lee Galloway: A new departure in the field of vocational guidance.—The course of vocational guidance at New York university.—E. G. Allen: Standardizing educational requirements for workers in various industries. What the Cass technical high school of Detroit is doing to determine the qualifications demanded by different trades.—L. N. Dennis: College men demanding practical instruction.—U. W. Cutler: The field and the force of vocational guidance.

1034. **Clough, Arthur F.** The necessity of industrial training. Worcester magazine, 18: 110-13, May 1915.  
 What the National association of corporation schools is, and what it stands for—getting the right men for the right places and making them more efficient for themselves as well as their employers; the success of the movement.

1035. **A community of home builders.** National association of corporation schools, Bulletin, 2: 17-21, June 1915.  
 Gives a synopsis of an account of the prevocational schools of New Britain, Conn., which appeared in the Herald of that city.  
 The pupils of the seventh and eighth grades are gathered at a single center consisting of two buildings operating as a single school under the same principal. Four courses are offered to these pupils, the general course, practical arts course for girls, practical arts course for boys, and business and English courses.

1036. **Cory, C. L.** The education of the future engineer. Bulletin of the Society for the promotion of engineering education, 5: 22-32, June 1915.

1037. A desirable professional status for the manual training teacher. Extracts from the Report of a committee of the Eastern arts association. Industrial arts magazine, 4: 24-26, July 1915.  
 A frank statement of the shortcomings of manual-training instructors and a comprehensive program for improvement.

1038. **Everley, Harold R.** Vocational education in Brazil. Manual training and vocational education, 16: 604-17, June 1915.

1039. **Haney, James Parton.** Art and industrial training in Germany. Presented to the Board of education, May 12th, 1915. [New York, Press of C. S. Nathan, inc., 1915] 86 p. illus. 8°.  
 An appendix of the sixteenth annual report of the city superintendent of schools of New York city for 1913-1914.

1040. **Harper, Jane R.** A survey of opportunities for vocational education in and near Philadelphia. Philadelphia, Pa., Public education association, 1915. 138 p. 8°. (Public education association. Study no. 43)

1041. **Johnson, James F.** Conservation in education. Industrial-arts magazine, 4: 47-51, August 1915.  
 The director of the Bridgeport, Conn., Trade education shop shows how the school is organized upon a commercial basis and run in a business-like way. He tells of the after effects of the training upon the graduates, saying that the graduates have proven desirable workmen and that the demand for them is greater than the supply.

1042. **Kühnel, Johannes.** Der handfertigkeitsunterricht vom standpunkt des pädagogen. Deutsche schule, 19: 15-22, 79-91, January, February 1915.

1043. **New York state factory investigating commission.** The possibility of vocational training in paper box making, department store work, and candy making, and the wage value of vocational training. Albany, J. B. Lyon company, printers, 1915. p. 1237-1460. 8°. (Reprint of Appendix VI of the fourth Report of the New York state factory investigating commission)  
 CONTENTS.—Introduction.—Part one. 1. An investigation of the paper box industry to determine the possibility of vocational training, by Robert J. Leonard.—2. An investigation of the candy industry to determine the possibility of vocational training, by Anna C. Phillips.—2. An investigation of department store work to determine the possibility of vocational training, by Mrs. Iris Prouty O'Leary.—Part two. Report on the wage value of vocational training, by Wesley A. O'Leary.

1044. **Roman, Frederick William.** The industrial and commercial schools of the United States and Germany; a comparative study. New York and London, G. P. Putnam's sons, 1915. 382 p. 12°.

1045. **Schneider, Herman.** Education for industrial workers; a constructive study applied to New York city. Yonkers-on-Hudson, N. Y.: World book company, 1915. x, 98 p. 8°. (School efficiency series, ed. by P. H. Hanus)

## VOCATIONAL GUIDANCE.

1046. **Bloomfield, Meyer.** Youth, school and vocation. Boston, New York [etc.] Houghton Mifflin company [1915] xi, 273 p. 12°.  
CONTENTS.—Introduction, by Henry Suzallo.—1. The choice of a life-work and its difficulties.—2. The wasteful start and inefficiency.—3. Educational and vocational guidance.—4. The organization of vocational guidance.—5. Vocational guidance in Germany.—6. Vocational guidance in England and Scotland.—7. Vocational guidance and health guidance.—8. The school and the start in life.—9. The social gain through vocational guidance.—Suggestive material.—Bibliography.

## AGRICULTURAL EDUCATION; HOME ECONOMICS.

1047. **Monahan, A. C.** Extension-teaching in agriculture and household arts in Ireland. Training school quarterly, 2: 1-6, April, May, June 1915.

1048. **Prosser, C. A.** The selection and training of teachers of the household arts. Industrial-arts magazine, 4: 1-4, July 1915.

## COMMERCIAL EDUCATION.

1049. **National commercial teachers' federation.** Proceedings of the National commercial teachers' federation and its constituent associations . . . at the eighteenth annual convention, held at Chicago, Ill., December 28-31, 1914. Federation herald, 1: 49-96, June 1915. (Continued from March issue. See item 850.)  
Contains: 1. F. E. Lakey: Psychology in the school room, p. 57-60. 2. D. R. Forgan: What business men want young men to know, p. 60-62. 3. S. B. Price: The constitution of a live business school, p. 63-65. 4. D. W. Springer: High-school bookkeeping—its deficiencies, p. 67-69. 5. F. H. Elwell: The teaching of accounting, p. 68-69. 6. Minnie F. Dean: Training the shorthand teacher, p. 73-76. 7. Lewis Atherton: What is demanded of the boy entering the business world, p. 81-83; Discussion, p. 83-88. 8. J. P. Joplin: The business college graduate in the business world, p. 91-94.

1050. **Curtis, John W.** The necessity for high school commercial courses. Manual training and vocational education, 16: 593-98, June 1915.

1051. Report of a Massachusetts committee on problems of commercial education in larger high schools—a sub-committee of the Massachusetts committee on business education. Journal of education, 82: 9-11, July 8, 1915.  
"This committee, upon considering the problems of commercial education in the larger high schools, decided to devote this report mainly to a discussion of the value of training for competitive activities as compared with training for clerical activities."

## PROFESSIONAL EDUCATION.

1052. **Association of American law schools.** Proceedings of the fourteenth annual meeting . . . held at Chicago, Ill., December 28-30, 1914. 139 p. 8°. (Walter W. Cook, secretary-treasurer, Chicago, Ill.)  
Contains: 1. J. H. Beale: The necessity for a study of legal system, p. 31-45. 2. W. H. Page: Professor Ehrlich's Czernowitz seminar of living law, p. 46-75. 3. W. N. Hohfeld: A vital school of jurisprudence and law: have American universities awakened to the enlarged opportunities and responsibilities of the present day? p. 76-139.

1053. **Association of American medical colleges.** Proceedings of the twenty-fourth annual meeting, held at Chicago, February 25, 1914. 120 p. 8°. (F. C. Zapffe, secretary, Chicago, Ill.)  
 Contains: 1. E. P. Lyon: Principles of curriculum making, p. 8-19. 2. K. C. Babcock: A comprehensive interpretation of the college credit requirement. (A) One year. (B) Two years, p. 20-28. 3. I. L. Otis: Who shall evaluate college or entrance credits? p. 29-30. 4. J. L. Heffron: What privileges may be given students who matriculated on a secondary educational standard and must repeat, by reason of failure to pass the year? p. 31-33; Discussion, p. 33-40. 5. Le Fevre: Is it desirable at this time to fix a date for two years' preliminary work? p. 41-43; Discussion, p. 43-46. 6. J. M. Dodson: Should a hospital internship be required as a prerequisite to graduation? If so when should this requirement be obligatory? p. 47-53; Discussion, p. 53-55. 7. C. H. Nelson: The teaching of medicine, p. 61-68. 8. H. U. Williams: A weak point in medical education revealed by state licensing examinations, p. 69-78.

1054. **Bruder, Otto E.** The education of the American boy. Educational bimonthly, 9: 427-34, June 1915.  
 Discusses principally the education of a boy whose ambition leads him to become a pharmacist. The majority of pharmacists seem to think that the high-school boy graduate of to-day is not fit to enter the ranks of pharmacy. The writer does not believe in a prerequisite law, which implies high-school graduation, but advocates either lengthening the grammar school to the tenth grade, or changing the curriculum of the first two years of high school, making the studies more practical and of some value to the boy who intends to fit himself for such a profession as pharmacy. This newer curriculum should include a few necessary elective studies.

1055. **Bodrian, William L.** Work of the American medical association. Journal of the American medical association, 64: 2107-15, June 26, 1915.  
 Gives an interesting résumé of medical education in the United States. Work of the Council on medical education; etc.

## EDUCATION OF WOMEN.

1056. **Southern association of college women.** Proceedings of the twelfth annual meeting, Atlanta, Ga., April 22-24, 1915. 124 p. 8°. (Mary L. Markness, secretary, New Orleans, La.)  
 Contains: 1. E. A. Colton: The Southern association of college women, p. 11-15. 2. Clyde Furst: Ideals of women's colleges, p. 15-25. 3. The provision made by Southern standard colleges for the education of women—I. By our standard separate colleges for women [by] W. A. Webb, p. 25-31; II. By our state universities admitting women [by] Emily H. Dutton, p. 31-40; III. By our standard independent co-educational and co-ordinate colleges [by] May L. Keller, p. 40-44. 4. Emily H. Dutton: Report of committee on standards of colleges, p. 64-71.

1057. After Vassar, what? The record of a college class. By a recent Vassar graduate. Outlook, 110: 518-23, June 30, 1915.  
 Describes the various kinds of work undertaken by a class of women who have been out of college one year.

1058. **Hutchinson, Emilie J.** The vocational interests of college women. Columbia university quarterly, 17: 227-32, June 1915.

1059. **Mathews, Lois Kimball.** The dean of women. Boston, New York [etc.] Houghton Mifflin company [1915] vii, 275 p. 12°.  
 Author is dean of women and associate professor of history in the University of Wisconsin. Introduction by President C. R. Van Hise, who says that the description and discussion of the subject in this book will be of great assistance to deans of women in general.

1060. **Tyler, Eleanor.** Some problems of the dean of women. Educational outlook, 2: 208-11, April 1915.

## EDUCATION OF DEAF.

1061. **American instructors of the deaf.** Proceedings of the twentieth meeting of the convention . . . held at Staunton, Va., June 25 to July 1, 1914. Washington, Government printing office, 1915. 374 p. 8°. (F. M. Driggs, secretary, Ogden, Utah)  
 Contains: 1. P. P. Claxton: [Education of the deaf] p. 18-22. 2. J. E. Gallaher: Moral and social development of pupils, p. 40-48. 3. J. E. Travis: The language and problems of industrial work, p. 71-72. 4. B. R. Allabough: Character building of our pupils from the supervisor's point of view, p. 88-93. 5. Frances Wetstein: The education of the deaf in day schools,

p. 105-10. 6. F. M. Driggs: Speech problems in combined-system schools, p. 111-20; Discussion, p. 121-25. 7. Anne E. George: The Montessori method; p. 149-56. 8. Sarah H. Porter: Working psychology for normal classes, p. 156-60. 9. Lyman Steed: Judging and recording the work of normal students, p. 160-63. 10. E. A. Gruber: Correlation of liberal and vocational education for the deaf, p. 163-67. 11. Sadie M. R. McArdle: Kindergarten methods, p. 180-83. 12. R. O. Johnson: Measurement of efficiency of schools for the deaf, p. 184-91. 13. Industrial statistics, p. 211-365.

1062. **Bruhn, Martha E.** The Müller-Walle method of lip-reading. *Volta review*, 17: 299-95, August 1915.  
Describes results obtained from teaching lip-reading to congenitally deaf children and those who have become deaf in adult life.

1063. **Morgenstern, Louise I.** Teaching lip-reading to the adult hard of hearing in public evening school classes. *Volta review*, 17: 255-57, 297-99, July, August, 1915.

1064. **Nitchie, Edward B.** What a deaf adult should do to acquire the art of lip-reading. *Volta review*, 17: 251-54, July 1915.

1065. **Roberts, Emma.** Training the deaf child. *Volta review*, 17: 305-10, August 1915.  
Deals principally with the child while he is very small, until about two years of age.

1066. **Stevens, J. E.** Schools for the deaf in Europe. *Volta review*, 17: 221-25, June 1915.  
Says that in European countries visited there is practically unanimity of opinion among experts as to the superiority of the oral system of instruction.

## EXCEPTIONAL CHILDREN.

1067. **Allison, Samuel B.** Classification of exceptional children in the elementary school. *Educational bi-monthly*, 9: 388-95, June 1915.  
Discusses the subject under the following headings: (1) Classification of exceptional children in the elementary school, (2) Practical standard of measuring mental ability, (3) Defective group, (4) Borderline cases, (5) Backward children, (6) Low mental cases, (7) Variants, (8) Retardates, (9) Pathological retardates, (10) Structure of special classes, (11) Separation of groups.

1068. **Cornman, Oliver P.** Education of exceptional children. Special classes in public schools. *School progress*, 5: 6-9, June 1915.  
Discusses disciplinary classes, parental schools, restoration classes, and fresh air classes.

1069. **Girstenberg, J.** Aboennerliche kinder. *Zeitschrift für kinderforschung*, 20: 263-70, February-March 1915.  
The author presents a classification of exceptional children according to their "psychic idiosyncrasies," and makes suggestions for their curative treatment.

1070. **Groazmann, Maximilian P. E.** Care of exceptionally bright children. *Educational foundations*, 26: 587-92, June 1915.

1071. **Nöll, Heinrich.** Formale und materielle intelligenzdefekte als hemmungen im ersten lesunterricht der schwachbegabten und eine diezen defekten angepasste leselehrmethode. *Zeitschrift für kinderforschung*, 20: 153-71, 217-41, 304-22, January, February-March, April-May, 1915.  
To be continued.  
A psychological and pedagogical study of teaching reading to backward children.

1072. **Weisse, Rudolf.** Die lehrplanfrage in der hilfsschule. *Zeitschrift für kinderforschung*, 20: 249-63, February-March 1915.  
A discussion of the principles of the course of study in the auxiliary school, being a reply to a criticism of the author's book: "Lehrpläne für den unterricht in der hilfsschule."

## EDUCATION EXTENSION.

1073. **Egbert, James C.** Class instruction in extension teaching. *Educational review*, 50: 43-51, June 1915.  
Describes the advantages of class instruction in extension work.

1074. **Osborn, Loran D.** University extension. *Colorado school journal*, 30: 4-8, May 1915.  
Gives first the history of the movement, then its aim and scope, and lastly the phases of extension activity at the University of Colorado.

## LIBRARIES AND READING.

1075. **Chicago. University.** Report of the twenty-seventh Educational conference of academies and high schools in relations with the University, April 16, 1915. School review, 23: 394-405, June 1915.  
 Central theme of conference: "The relation of the organized library to the school."  
 Contains: A. E. Boatwick: School libraries and mental training, p. 394-405.

1076. **Fay, Lucy E. and Eaton, Anne T.** Instruction in the use of books and libraries; a textbook for normal schools and colleges. Boston, Mass., The Boston book company, 1915. 449p. 8°.

1077. **Fletcher, Mabel.** The struggling high-school library. English journal, 4: 357-61, June 1915.  
 Discusses the problems that confront the librarian of a high-school library.

1078. **Hersberg, Max J.** Supplementary reading for high-school pupils. English journal, 4: 373-82, June 1915.  
 Contains a list of books for supplementary reading.

1079. **Johnston, William Dawson.** The library and history teaching, with special reference to the teaching of local history. School and society, 2: 14-18, July 3, 1915.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1080. Civic education in elementary schools as illustrated in Indianapolis, by Arthur W. Dunn. Washington, 1915. 35p. (Bulletin, 1915, no. 17)

1081. History of public school education in Alabama; by Stephen B. Weeks. Washington, 1915. 209p. (Bulletin, 1915, no. 12)

1082. Legal education in Great Britain; by H. S. Richards. Washington, 1915. 20 p. (Bulletin, 1915, no. 18)

1083. Monthly record of current educational publications. Index, February, 1914-January, 1915. Washington, 1915. 34 p. (Bulletin, 1915, no. 15)

1084. The rural school system of Minnesota, a study in school efficiency; by H. W. Foght. Washington, 1915. 56 p. plates. (Bulletin, 1915, no. 20)

1085. State versus local control of elementary education (finance); by Theodore L. MacDowell. Washington, 1915. 83 p. (Bulletin, 1915, no. 22)

1086. The teaching of community civics; prepared by a special committee of the Commission on the reorganization of secondary education, National education association, consisting of J. L. Barnard, F. W. Carrier, A. W. Dunn, and C. D. Kingsley. Washington, 1915. 55 p. (Bulletin, 1915, no. 23)

1087. Report of the Commissioner of education for the year ended June 30, 1914. Vol. 1. Washington, Government printing office, 1915. 810 p. 8°.  
 CONTENTS.—Commissioner's introduction, p. xiii-xxxviii. 1. W. C. Ryan, Jr.: General survey of education, 1914, p. 1-18. 2. G. D. Strayer: Recent progress in educational administration, p. 19-36. 3. J. H. Van Sickle: Progress of school systems in cities of more than 25,000 population, p. 37-60. 4. W. S. Deffenbaugh: Current progress in schools of cities of 25,000 population or less, p. 61-96. 5. J. L. McBrien: Rural education, p. 99-125. 6. T. H. Briggs: Secondary education, p. 127-57. 7. S. P. Capen: Higher education, p. 159-90. 8. N. P. Colwell: Progress of the year in medical education, p. 191-218. 9. W. A. Dewey: Medical education in the homeopathic school of medicine, p. 219-23. 10. H. M. Bates: Recent progress in legal education, p. 225-38. 11. W. T. Bawden: Progress in vocational education, p. 239-82. 12. A. C. Monahan and C. H. Lane: Agricultural education, p. 291-318. 13. B. R. Andrews: Education for the home, p. 319-44. 14. Almira M. Winchester: Kindergarten progress, 1913-14, p. 345-54. 15. Annie E. George: The Montessori movement in America, p. 355-62. 16. Mrs. Frederic Schoff: Education for child nurture and home making outside of schools, p. 263-74. 17. Florence N. Levy: Professional art schools, p. 375-99. 18. A. W. Dunn: The trend of civic education, p. 401-16. 19. T. J. Jones: Negro education, p. 417-24. 20. H. H. Wheaton: Recent progress in the education of immigrants, p. 425-34. 21. C. A. Perry: Recent progress in wider use of school plant, p. 455-71. 22. G. B. Utley: Library activities during 1913-14, p. 473-85. 23. P. M. Re: Educational work of American museums, p. 497-511. 24. E. F. Buchner: School surveys, p. 513-62. 25. James Mahoney: American citizenship in the educational surveys, p. 563-96. 26. J. O. Knott: Denominational

schools, p. 507-613. 27. H. R. Evans: Educational organizations, p. 615-82. 28. Education in territories and dependencies—schools conducted by United States government, p. 633-34. 29. Anna T. Smith: Education in Canada, p. 635-64. 30. Education in the Central and South American states, p. 665-73. 31. Educational movements in Great Britain and Ireland, p. 673-700. 32. Education in the smaller kingdoms of northern Europe, p. 701-16. 33. Educational conditions in France and Switzerland, p. 717-36. 34. Education in central Europe, p. 737-52. 35. Education in the kingdoms of Southern Europe, p. 753-69. 36. Education in Russia, p. 761-66. 37. Modern education in Asia and Africa, p. 767-78. 38. Education in Australasia, p. 779-88. 39. Events of international interest, p. 789-93.

Volume 2 contains statistical material.